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ABSTRACT

The consistency of principals' self-perceptions of their leadership styles with those of their teachers is determined in this study. Other focuses include differences between elementary and secondary teachers' perceptions of their principals' leadership styles and gender differences in such perceptions. The Leader Effectiveness and Adaptability Description Inventory (LEAD) was administered to 10 principals (6 elementary and 4 high school) and 100 teachers. Data were analyzed by the Chi-square goodness-of-fit test. Findings indicate that no significant difference existed between principals' and teachers' perceptions of leadership styles in both elementary and secondary schools. Primary leadership styles were "selling" and "participating," followed by "telling" and "delegating." Secondary principals scored higher than elementary principals in "participating." The primary leadership styles perceived by both principals and teachers were "participating" followed by "selling," and those of elementary principals included "selling" followed by "participating." Female and male principals perceived their leadership styles differently from their female and male teachers, respectively. Finally, the differences between elementary and secondary principals' styles are viewed as products of the Chamorro culture. Appendices include the LEAD instrument for measuring perceptions of self and others, correspondence, and directions for scoring and analysis. Six tables are included. (44 references) (LMI)

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CONSISTENCY OF PRINCIPALS' LEADERSHIP STYLES
AND TEACHERS' PERCEPTIONS IN THE COMMONWEALTH
OF THE NORTHERN MARIANAS

Jacqueline A. Quitagua

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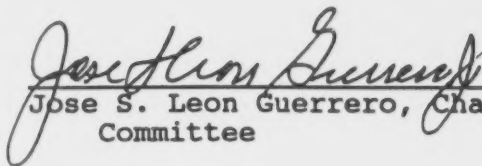
J. Quitagua

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AN ABSTRACT OF THE SPECIAL PROJECT OF Jacqueline A. Quitugua
for the Master of Education in Administration and Supervision
Specialization presented July 1990.

Title: Consistency of Principals' Leadership Styles and
Teachers' Perceptions in the Commonwealth of the Northern
Marianas.

Approved:


Jose S. Leon Guerrero, Chairman, Special Project
Committee

The population of this study consisted of principals and teachers in the Commonwealth of the Northern Marianas Public School System. Of the thirteen principals, ten were selected who have been principals for at least two years in the CNMI Public School System; six are elementary principals and four are high school principals. Of the total 432 elementary and secondary school teachers employed in the CNMI Public School System, 276 met the requirement of two years as teachers under that specific principal. From the 276 teachers, 100 were randomly selected.

The major focus of this study was to determine if the principals' self-perception of their own leadership styles was consistent with their teachers' perceptions. This study further examined the difference between the elementary teachers' perception of their principals, leadership styles and those of the secondary teachers. In addition, the study

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focused on the differences between the sex of both teachers and principals in regard to their perception of leadership style.

The Leader Effectiveness and Adaptability Description Inventory (LEAD) was utilized for principals and teachers to find the relationship of the principals' self-perception of their leadership styles and the teachers' perceptions of leadership styles of their principals. The LEAD instrument has two categories; one deals with the principals' self-perception of their leadership style (LEAD-Self), and the other deals with the teachers' perception of their principals' style (LEAD-Other). To determine the consistency between principals' self-perception of their leadership style and the teachers' perception of their principals' leadership style, the chi-square goodness-of-fit test was used in analyzing the data.

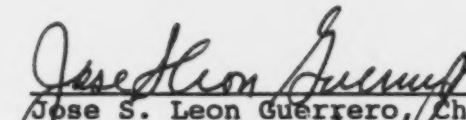
The data showed the primary leadership styles of principals are "selling" and "participating," followed by "telling" and "delegating" as secondary leadership styles. Leadership styles are in agreement with principals and teachers. Secondary principals scored higher than elementary principals in "participating." The primary leadership styles perceived by both principals and teachers are "participating" and "selling" while the elementary are "selling" and "participating."

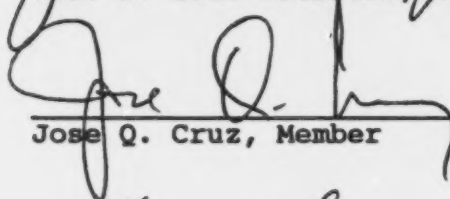
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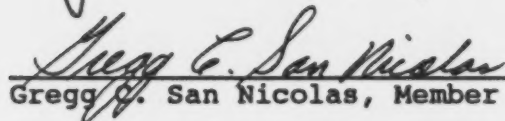
1) There is a need for effective principal leadership to effectuate effective schooling throughout CNMI; principals directly affect teachers' performance in providing quality education to the children of CNMI. 2) Administrators and teachers with better perception of principals' leadership styles will understand more the relationship between principals' effectiveness and teachers' effectiveness and how they can utilize such data in improving the education in the CNMI.

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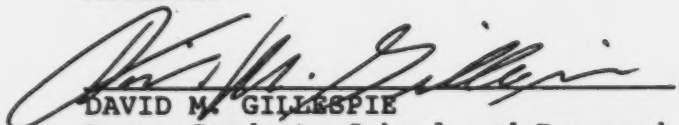
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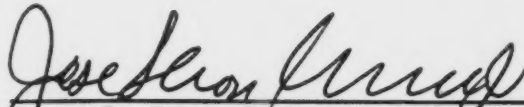
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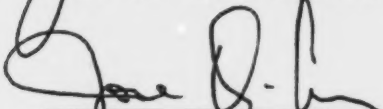
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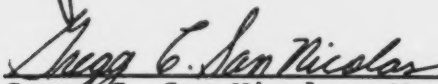
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CONSISTENCY OF PRINCIPALS' LEADERSHIP STYLES
AND TEACHERS' PERCEPTIONS IN THE
COMMONWEALTH OF THE NORTHERN MARIANAS

BY
JACQUELINE A. QUITUGUA

A special project submitted in partial fulfillment of the
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CHAPTER I

INTRODUCTION

The need for effective schooling today is indisputable. This is even more true in emerging insular nations in the Pacific Basin such as the Republic of Belau, the Federated States of Micronesia, the Marshalls, Guam and the Commonwealth of Northern Mariana Islands (CNMI). Until about a decade ago, education in the CNMI was neglected and considered of little importance, especially by the governing nation. However, as the CNMI gains world attention and interest in world powers, effective education becomes a high priority need for CNMI educational leaders.

Experience more than research attests to the continual need to ensure effective schooling in the CNMI. This felt need heightens the interest and awareness of educators in examining their own understanding of quality education and effective leadership.

As part of the political and economic coming-of-age in the CNMI, educators and educational leaders see more clearly the vital role of education in this process, but it is not just any kind of education and educational leadership. Only productive schooling can effectuate a sound, progressive political and economic development in the CNMI. Effective education calls for competent and sound educational leadership. Consequently, efficacious educational leadership

is crucial for the CNMI as it continues to chart its future of social, political, and economic independence and interdependence.

The educational challenges are nothing less than the education of the total person. This means the enabling of the person to reach the fullness of his/her potential as an individual. It also means the assisting of the person to direct his/her gifts toward building the land--the CNMI.

Sound effective principal leadership in the CNMI articulates the educational challenges of the eighties and nineties to its constituents: the wider community, the school personnel, the parents, and students. It commits itself to the task of bringing about and perpetuating effective schooling throughout the CNMI. Thus, the need and importance of this present study: "Consistency of Principals' Leadership Styles and Teachers' Perceptions in the Commonwealth of the Northern Marianas."

Leadership is vital for effective schooling. It is this conviction that makes further study on leadership imperative. Leadership means many things to many people. It embodies many characteristics. Educational leadership affects effective teaching through its ability to envision the goal of its institution or programs. It inspires and motivates its subjects in effecting quality teaching. It operates through directing, persuading, participating, and delegating. Leadership focuses not solely on the task but on who does the task. Its concern is not just in what is done, but in how it

is done. Effective leadership brings about high productivity and maintains high relationships. Leadership, as used in this study, is what has been described above.

The recent literature (Batis, 1987) reveals that the teacher-principal relationship has been the concern of many studies in education. These studies, especially within the past few decades, have been focused on school administrators' behavior patterns which have an impact on teachers' attitudes toward those behavioral patterns.

Thomas (1986) examined the relationship between principals' leadership styles and leadership effectiveness. The studies surveyed represent a fair sampling of more than two decades of leadership research. On the basis of these findings, some general conclusions can be drawn. There are probably personality traits or characteristics that consistently distinguish the leader from his followers. Three such distinct styles identify principals as responders, managers, and initiators. Initiators are very goal-oriented and consistent in pursuit of those goals. As a result, their behaviors tend to be related one to the other; they are focused toward accomplishing a particular goal. Responder-principals are not particularly goal-oriented. Instead, they view their teachers as autonomous professionals and their role as one of providing support as teachers request or need it. Behaviors of manager-principals fall between those of initiators and responders. Manager-principals become more

involved in the requirements of the innovation and work with teachers to understand and fulfill those requirements. Their work is marked by variety, brevity and fragmentation.

A leader leads by understanding his own perception and that of others. He learns that everyone has his perceptual screen through which he filters all sensory stimuli.

Leadership does not occur in a vacuum but at a particular time and place and under a particular set of circumstances. Therefore, the situation determines to some degree the kind of leadership skills and behavior that may be required. Some studies (Boyan, 1988) suggest that there is a tendency for democratic or participatory leadership behavior to be associated with performance that has increased worker morale.

On the other hand, directive leadership has been found to lead to equally high performance but often results in low morale and commitment to work. However, the relationship between principal styles and performance is too complex to be explained simply by "democratic, authoritarian, and transactional" leadership practices. Different leadership practices seem appropriate for different situations. Again, the personality characteristics and expectations of subordinates will influence the kinds of leadership practices that are most effective. Studies considered have one conclusive finding: Leadership research can never specify the proper practices for all situations (Thomas, 1986).

Current theories of leadership are similar in one respect. These theories assume that leaders bring to the leadership situation varying degrees of traditional leadership dimensions, concern for task (productivity), and concern for relationship (person-oriented) (Hersey and Blanchard, 1982). These studies vary in what the researchers suggest to improve the leaders' effectiveness.

Hersey and Blanchard (1969) insist that leaders modify their behavior to fit the situation. For example, they should give more direction when the subordinates are new to the job or lack the skills; they should increase socio-economic support as the subordinates improve their performance. Blake and Mouton indicated that leaders must emphasize both dimensions of task and relationship equally (Blake, 1964).

The situational leadership theory has great intuitive appeal for educators because of its developmental-process approach. This theory is based on the amount of direction (task behavior) a leader must provide, given the situation and "level of maturity" of the follower or group (Hersey and Blanchard, 1977).

How and why teachers see things is definitely something that people who are interested in increasing school effectiveness need to study. Principal leadership style, not as self-rated by the principal, but as perceived by the teachers is related to student learning.

The study by Edington (1988) points out that role clarification was negatively related to student scores in the Comprehensive Test of Basic Skills (CTBS). Eighth grade teachers from small rural schools in New Mexico, which are considered most effective, do not want to receive detailed instruction from their principal on how they should teach. It appears that spelling out in detail what teachers should do is not one of the ideal roles of a principal. Perhaps, it lowers the teachers' sense of professionalism. Transformative or charismatic leadership is the sole principal leadership style that was found to be positively significant in its relationship to student scores (CTBS). Motivating eighth grade teachers is a form of leadership that apparently is acceptable to teachers, and perhaps even desired by them, as well as an effective way to raise student scores. Teachers from schools with high student CTBS scores perceived themselves as highly inspired by their principal.

Perceptions of Leadership

In another study, "Profile of a Principal: A Study of Perceptions," John Beck (1987) concluded that the principalship, as perceived by practicing principals, is a complex, multi-faceted role. The principalship may be best described as multi-dimensional.

Analysis of the teacher-principal relationship in perceived leadership styles would be a challenge for the teacher-principal relationship and principals' knowledge of understanding human behavior, a prerequisite for the promotion

of interpersonal and group relations. Both the literature and experience show that interpersonal behavior helps individuals to have a clear perception of each other. Teachers, for example, expect certain behaviors from their principals and vice versa. As long as both sides interact effectively, their complimentary role expectations will be maintained. The opposite is also true. Interpersonal climate is associated with teachers' perceptions of principals' effectiveness. Isherwood (1983) found that teachers' perceptions of principals' leadership styles were significantly related to the interpersonal relationship between teachers and principals, and leadership effectiveness.

Significance of the Study

The leadership styles of principals directly affect teachers' performance in providing quality instruction to the children of the Commonwealth of the Northern Mariana Islands. This knowledge and understanding will be augmented by the teachers' perception of their principals' leadership styles. Administrators and teachers who have a better perception of principals' leadership styles will better understand the relationship between principals' effectiveness and teachers' effectiveness and how they can utilize such data in improving the education in the CNMI Public School System (PSS).

This kind of study has never been done in the Commonwealth of the Northern Mariana Islands. The outcome will reveal principal leadership styles and teachers' perception of principals' leadership styles. The findings

will enable school leaders to know what leadership styles are effective, where and how they can become better leaders, what kind of leadership training is useful, and how to select coworkers and subordinates who have the ability to become good leaders.

Hypotheses

The hypotheses tested in this study of the consistency in CNMI principals' leadership styles and teachers' perceptions were:

1. There is no significant difference between the principals' perception of their leadership styles and their teachers' perception.
2. There is no significant relationship between the secondary principals' perception of their leadership style and the secondary teachers' perception of their principal's leadership styles.
3. There is no significant relationship between the elementary principals' perception of their leadership style and the elementary teachers' perception of their principal's leadership styles.
4. Female principals do not perceive their leadership styles differently from their female teachers' perception of the principal's leadership style.
5. Male principals do not perceive their leadership styles differently from their male teachers' perception of the principal's leadership style.

Definitions

CNMI	Commonwealth of the Northern Mariana Islands.
LEADERSHIP	Process of influencing the activities of an individual or a group in efforts toward goal accomplishment.
PERCEPTION	How one sees himself/herself and others as measured by the instrument.
LEADERSHIP STYLES	The way a leader leads; ways in which the principal expresses leadership, uses power and authority, arrives at decisions, and in general interacts with teachers and others.
FOUR STYLES:	
Telling	is for low readiness. People who are unable and unwilling to take responsibility to do something need clear, specific directions and supervision. It is characterized by the leader defining roles and telling people what, how, when, where to do various tasks (Hersey and Blanchard, 1982).
Selling	is for low to moderate readiness. People who are unable but willing to take responsibility need directive behavior because of their lack of ability, but also supportive behavior to reinforce their

willingness and enthusiasm. It involves high-task behavior and high-relationship behavior (Hersey & Blanchard, 1982).

Participating is for moderate to high readiness. The follower at this readiness level has the ability to do what the leader wants, but lacks self confidence or enthusiasm. The leader opens the way for two-way communication and active listening to support the follower's efforts to use the ability that the follower already has (Hersey and Blanchard, 1982).

Delegating is for high readiness. People at this level have both ability and willingness, little direction or support is needed to "run the show" and decide on the "how, when and where" (Hersey and Blanchard, 1982).

TASK BEHAVIOR

The extent to which a leader provides direction for people; telling them what to do, when to do it, where to do it and how to do it.

RELATIONSHIP BEHAVIOR

The extent to which a leader engages in two way communication which includes active listening and providing supportive and facilitating behavior.

Assumptions

Data gathered was based on the perceptions of principals and teachers. For the purpose of this study, it is assumed that the principals made a valid and reliable assessment of their own leadership styles and that teachers also made a valid and reliable assessment of their principal's leadership styles.

Limitations

While the references on leadership speak of its importance, a realistic view of this variable limits the study to the relationship of principals' leadership style as perceived by both principals and teachers in the CNMI.

The instrument used to assess the principals' perception of his/her leadership style and teachers' perception of the principal's leadership style is a self-reporting assessment developed by Hersey and Blanchard, 1988 (see APPENDIX A and B).

Delimitations

The parameters of this study only apply to the selected samples in the CNMI. Conclusions of this descriptive research should not be extended beyond the population samples.

CHAPTER II

REVIEW OF LITERATURE

The multi-faceted nature of principal leadership style is the subject of many research projects and studies done during the past twenty years.

Effective Leadership

The successful organization has one major attribute that sets it apart from unsuccessful organizations: dynamic and effective leadership. Peter F. Drucker points out that managers (business leaders) are the basic and scarcest resource of any business enterprise (Drucker, 1954). Statistics from recent years make this point more evident: "Of every one hundred new business establishments started, approximately fifty, or one half, go out of business within two years. By the end of five years, only one third of the original one hundred will still be in business" (Terry, 1960). Most of the failures can be attributed to ineffective leadership.

On all sides there is a continual search for persons who have the necessary ability to enable them to lead effectively. This shortage of effective leadership is not confined to business but is evident in the lack of able administration in government, education, foundations, churches and every other form of organization. When we decry the scarcity of leadership talent in our society, we are not talking about a lack of people to fill administrative "positions." What we

are agonizing over is a scarcity of people who are willing to assume significant leadership roles in our society and who can get the job done effectively.

According to George R. Terry, "Leadership is the activity of influencing people to strive willingly for group objectives" (Terry, 1960). Robert Tannenbaum, Irving R. Weschler, and Fred Massarik define leadership as "interpersonal influence exercised in a situation and directed, through the communication process, toward the attainment of a specialized goal or goals" (Tannenbaum, Weschler, Massarik, 1959). Harold Koontz and Cyril O'Donnell state that "leadership is influencing people to follow in the achievement of a common goal" (Hersey and Blanchard, 1982).

According to Lawrence Lyman (1988), leadership is the ability to envision ideals; to persuade others of the significance and attainability of the ideals, to develop strategies to move toward the ideas systematically and collaboratively.

Leadership Goals

A review of other writers reveals that most management theorists agree that leadership is the process of influencing the activities of an individual or a group in efforts toward goal achievement in a given situation (Hersey and Blanchard,

1982). From this definition of leadership, it follows that the leadership process is a function of the leader, the follower, and other situational variables.

In any situation where someone is trying to influence the behavior of another individual or group, leadership is going on. Therefore, everyone attempts leadership at one time or another whether his/her activities are centered around a business, educational institution, hospital, political organization, or family.

It is important to note that when this definition speaks of leadership and follower, one should not assume that we are talking about a hierarchical relationship such as "superior" versus "subordinates". Anytime an individual attempts to influence the behavior of another, that individual is a potential leader and the other person a potential follower.

Neither the leader nor the follower act in a vacuum. Thus, the leadership process takes place within a given set of circumstances. The situations or environment wherein the leader and the follower interact affect the leadership style exercised and experienced at that particular point in time.

Leadership Traits

For many years the most common approach to the study of leadership concentrated on leadership traits, per se. This approach suggests that there are certain characteristics, such as energy or friendliness, that are essential for effective leadership. These inherent personal qualities are transferable from one situation to another. Since all

individuals do not have these qualities, only those who have them should be considered to be potential leaders. This implies that if we could discover how to identify and measure these leadership qualities, (which are inborn in the individual), we should be able to screen leaders from nonleaders. Leadership training would then be directed only to those with inherent leadership traits.

A review of the research literature using this trait approach to leadership has revealed few significant or consistent findings (Gibb, 1954). Eugene E. Jennings showed that "Fifty years of study have failed to produce one personality trait or set of qualities that can be used to discriminate leaders and nonleaders" (Jennings, 1961). Speculative studies suggest that leadership is a dynamic process, varying from situation to situation with changes in leaders, followers, and situations. Current literature seems to support this situational or leader behavior approach to the study of leadership.

Studies show that the focus in the situational approach to leadership is on observed behavior, not on any hypothetical inborn or acquired ability or potential for leadership. The emphasis is on the behavior of the leaders and their group members (followers) and various situations. This being true, more encouragement is given to the possibility of training individuals in adapting styles of leader behavior to varying situations. Thus, it is believed that most people can increase their effectiveness in leadership roles through

education, training, and development. Having observed the frequency or infrequency of certain leader behavior in numerous types of situation, theoretical models can be developed to help leaders make some predictions about the most appropriate leader behavior for their present situation.

In essence, leadership involves accomplishing goals with and through people. Therefore, a leader must be concerned about tasks and human relations. In the late 1930's, Chester I. Barnard identified these same leadership concerns in his classic work The Functions of the Executive (Barnard, 1938). These leadership concerns seem to reflect two of the earliest schools of thought in organization theory--scientific management and human relations.

Leadership Focus

In the early 1920's, one of the most read theorist on administration was Frederick Winslow Taylor. His theory, in essence, says that the best way to increase output is to improve the techniques or methods used by workers. Consequently, he has been interpreted as considering people as instruments or machines to be manipulated by their leaders. Having accepted this assumption, scientific management theorists believed that the function of the leader was quite obviously to set up and enforce performance criteria to meet organizational goals. The main focus of a leader was on the needs of the organization and not on the needs of the individual (Taylor, 1911).

The trend started by Taylor was replaced by the human relations movement initiated by Elton Mayo and his associates (Taylor, 1911). It claimed that in addition to finding the best technological methods to improve input, it was good for management to look into human affairs. The real power centers within an organization were the interpersonal relations that developed within the working unit. The organization was to be developed around the workers and had to take into consideration human feelings and attitudes. Thus, the function of the leader under the human relations theory was to facilitate cooperative goal attainment among followers while providing opportunities for their personal growth and development. The main focus, contrary to scientific management theory, was on individual needs and not on the needs of the organization.

In reviewing the literature, it is evident that past writers have felt that concern for task tends to be represented by authoritarian leader behavior, while a concern for relationships is represented by democratic leader behavior. This feeling was widely accepted because most agreed that leaders influence their followers by either of two ways: by telling followers what to do and how to do it or by sharing their leadership responsibilities with their followers through involvement in the planning and executing of the task.

Leadership Styles

According to studies such as that of French and Raven (1960), the difference between the two styles of leader behavior are based on the assumptions leaders make about the source of their power or authority and human nature. The authoritarian style of leader behavior is often based on the supposition that the power of leaders comes from the position they occupy and that people are innately lazy and unreliable. The democratic style assumes that the power of leaders is granted by the group they are to lead and that people can be basically self-directed and creative at work if properly motivated. The former idea is Douglas McGregor's Theory X; the latter idea is his Theory Y. Theory X assumes that most people prefer to be directed, are not interested in assuming responsibility, and want safety above all. Managers accepting Theory X assumptions attempt to structure control and closely supervise their employees. They feel that external control is clearly appropriate for dealing with unreliable, irresponsible, and immature people. On the other hand, Theory Y assumes that people are not by nature lazy and unreliable. It claims that people can be basically self-directed and creative at work if properly motivated. Therefore, it should be an essential task of management to unleash this potential in individuals. The properly motivated people can achieve their own goals best by directing their own efforts toward accomplishing organizational goals (McGregor, 1960).

In the authoritarian style, all policies are determined by the leader; in the democratic style, policies are open for group discussion and decision. It is important to note that there are a wide variety of styles of leadership between these two extremes. Leaders whose behavior is observed to be at the authoritarian end of the continuum tend to be task-oriented and use their power to influence their followers. Leaders whose behavior appears to be at the democratic end of the continuum tend to be group-oriented and, therefore, give their followers considerable freedom in their work. The recognition of two leadership styles, one emphasizing task and the other stressing relationships, has been given support in several leadership studies.

In the early studies of the Survey Research Center at the University of Michigan, there was an attempt to approach the study of leadership by locating clusters of characteristics that seemed to be related to each other and various indicators of effectiveness. The studies identified two concepts which they called employee-orientation and production orientation. The former stresses the relationship aspect of the job; the latter emphasizes production and the technical aspects of the job. These two orientations parallel the authoritarian (task) and democratic (relationship) concepts of the leader behavior continuum (Katz et al, 1950).

Dorwin Cartwright and Alvin Zander (1960), based on the findings of numerous studies at the Research Center for Group Dynamics, claim that group objectives fall into one of two

categories: (1) the achievement of some specific group goal, or (2) the maintenance or strengthening of the group itself. Goal achievement seems to coincide with the task concepts (authoritarian and production orientation) while group maintenance parallels the relationship concepts (democratic and employee orientation).

In recent years, research findings indicate that leadership styles vary considerably from leader to leader. Some leaders emphasize the task and can be considered as authoritarian leaders. Others stress interpersonal relationship and may be viewed as democratic leaders. Still others seem to be both task-oriented and relationship-oriented. There are even some individuals in leadership positions who are not concerned about either. No dominant style appears. Instead, various combinations are evident. Therefore, task and relationship are not either/or leadership styles. They are separate and distinct dimensions that can be plotted on two separate axes rather than a single continuum (Hersey and Blanchard, 1982).

Among the many leadership studies of great importance are the ones initiated by the Bureau of Business Research at Ohio State University which attempted to identify various dimensions of leader behavior (Hersey and Blanchard, 1982). In this study, the staff narrowed the description of leader behavior to two dimensions: Initiating Structure and Consideration. Initiating Structure refers to "the leader's behavior in delineating the relationship between himself and

members of the work group and in endeavoring to establish well-defined patterns of organization, channels of communication, and methods of procedure." Consideration refers to "behavior indicative of friendship, mutual trust, respect, and warmth in the relationship between the leader and the members of his staff" (Halpin, 1959).

To gather data about the behavior of leaders, the Ohio State staff developed the Leader Behavior Description Questionnaire (LBDQ), an instrument designed to describe how leaders carry out their activities. In this questionnaire, respondents judge the frequency with which their leader engages in each form of behavior. Thus, Consideration and Initiating Structure are dimensions of observed behavior as perceived by others.

While the major emphasis in the Ohio State Leadership Studies was on observed behavior, the staff did develop the Leader Opinion Questionnaire (LOQ) to gather data about the self-perceptions that leaders have about their own leadership style.

In studying leader behavior, the Ohio State staff found that Initiating Structure and Consideration were separate and distinct dimensions. A high score on one dimension did not mean a low score on the other. The behavior of a leader could be described as any mix of both dimensions.

In the Ohio State, Michigan, and Group Dynamics leadership studies, two theoretical concepts are focused on: one emphasized task accomplishment and the other stressed the

development of personal relationships. Robert R. Blake and Jane S. Mouton popularized these concepts in their Managerial Grid and have used them extensively in organization and management development programs (Blake et al, 1964).

In the Managerial Grid, five different types of leadership based on concern for production (task) and concern for people (relationship) are located in four quadrants similar to those identified by the Ohio State studies. However, one significant difference between the two frameworks should be noted. "Concern for" is a predisposition about something or an attitudinal dimension. Therefore, the Managerial Grid tends to be an attitudinal model that measures the predisposition of a manager, while the Ohio State framework tends to be a behavioral model that examines how leader actions are perceived by others.

Best Styles

As a result of all these leadership studies, the question arises: "Is there a best style of leadership?" The Ohio State Leadership Studies seem to conclude that the high Initiating Structure and high Consideration style is theoretically the ideal or "best" leader behavior, while the style low on both dimensions is theoretically the "worst." The Managerial Grid also implies that the most desirable leader behavior is "team management" (maximum concern for production and people). In fact, Blake and Mouton have developed training programs that attempt to change managers toward a 9.9 management style (Blake et al, 1964). In this so

called 9.9 management style, work accomplishment is from committed people. Interdependence through a "common stake" in organizational purpose leads to a relationship of trust and respect. In team management, the leadership style exercised and experienced shows high task and high relationship. Findings of Rensis Likert (1967) showed that the desire to have a single ideal type of leader behavior seems unrealistic.

As leadership studies continue to be explored, the concept of adaptive leader behavior becomes clearer. It can be stated as follows: The more managers adapt their style of leader behavior to meet the particular situation and the needs of their followers, the more effective they will tend to be in reaching personal and organizational goals (Hersey and Blanchard, 1969).

The concept of adaptive leader behavior questions the existence of a "best" style of leadership. It is not a matter of the best style but of the most effective style for a particular situation.

According to a Leadership Contingency Model developed by Fred E. Fiedler, three major situational variables seem to determine whether a given situation is favorable to leaders: (1) their personal relations with members of their group (leader-member relations); (2) the degree of structure in the task that their group has been assigned to perform (task structure); and (3) the power and authority that their position provides (position power) (Fiedler, 1967). Fiedler's model, while it is useful to a leader, seems to be reverting

to a single continuum of leader behavior suggesting that there are only two basic leader behavior styles, task-oriented and relationship-oriented. More evidence indicates that leader behavior must be plotted on two separate axes rather than on a single continuum.

In the leadership model developed by Paul Hersey and Kenneth H. Blanchard at the Center for Leadership Studies, Ohio University, the terms task behavior and relationship behavior are used to describe concepts similar to the Consideration and Initiating Structures of the Ohio State studies. This model has four basic styles which depict essentially different leadership styles. The leadership style of an individual is the behavior patterns that person exhibits when attempting to influence the activities of others as perceived by those others. This may be quite different from how the leader perceives his or her own behavior, which is defined as self-perception rather than style. A person's leadership style involves some combination of either task behavior or relationship behavior.

Recognizing that the effectiveness of leaders depends on how their leadership style interrelates with the situation in which they operate, an effectiveness dimension should be added to the two-dimensional model. By adding an effectiveness dimension to the task behavior and relationship behavior dimensions of the earlier Ohio State leadership model, an attempt could be made to integrate the concepts of leader style with the situational demands of a specific environment.

When the style of a leader is appropriate to a given situation, it is termed effective; when the style is inappropriate to a given situation, it is termed ineffective.

One review has briefly summarized a number of earlier studies supporting the impact of leadership (Hersey and Blanchard, 1982). It noted that a number of studies have demonstrated that leadership styles and certain combinations of behaviors contribute significantly to important effects. While Boyan (1988) has concluded that "leadership has an effect under some conditions and not under others" nonetheless, the weight of the evidence to date does indicate that most people seem to feel, if only experientially: Leadership and leader behavior can make a difference.

Leadership as the ability to envision ideals, to persuade others of the significance and attainability of the ideals, to develop strategies to move toward the ideals systematically and collaboratively, is dealt with extensively by Lawrence Lyman (1988). The leadership of effective principals as brought out in this research deals with specific aspects such as encouraging collaboration and participation from everyone in the school, including students, facilitating evaluation of the outcomes of the school to assure students are learning; empowering staff to succeed by goal setting and professional development; enhancing self-esteem and above all, envisioning ideals for the school.

Focusing on the leadership role in pursuing educational excellence indicates that successful principals have the following qualities: a sense of vision, an ability to clearly enunciate expectations, skills in building a series of two-way communication channels, high visibility and technical knowledge (Batis, 1987).

Effective leaders also appear to be those persons who view each situation as unique, requiring flexibility in leadership style (Bass, 1981; Hersey and Blanchard, 1982). If the effectiveness of a leader behavior style depends upon the situation in which it is used, it follows that any one basic style may be effective or ineffective depending on the situation. The difference between the effective and ineffective styles is often not the actual behavior of the leader, but the appropriateness of this behavior to the environment in which it is displayed.

Administrative Leadership

Research shows that administrative leadership is an important and often key factor in schools' educational effectiveness. Realization of the principal's importance in influencing the performance and attitudes of faculty and the support of staff have resulted in a trend toward evaluation procedures for administrators, including evaluations prescribed by legislation (Thomas, 1986).

Hersey and Blanchard (1982) stressed that the main emphasis of evaluation should be to help the principal determine what changes need to be made in task, and the

knowledge and skills necessary to make these changes. They agreed that the results of evaluation are most productive when the evaluation is formative instead of summative in design.

It is evident that effective leadership is important to effective schooling. A factor in effective schooling is the teacher who vitally affects effective or ineffective learning in students. Studies (Katz et al, 1950; Bass, 1981) as we have seen, have been done in a search for a better understanding of the interrelationship of leadership, leadership styles, situations and power base. The principalship has been incorporated as a specific portion for study by others incorporating these variables.

Among these studies was Edington's "Principal Leadership Style and Student Achievement in Small and Rural Schools in New Mexico" (1988). While this study is very limited in its subjects (Eighth graders in small and rural schools in New Mexico), its findings do throw some light in how principal leadership styles can affect teacher performance which in turn can affect student performance.

The study found that teachers' perception of role clarification exercised by principals has a negative effect. The teachers perceived their principal's detailing and clarifying how or what teachers ought to do as demeaning; lowering the teachers' sense of professionalism. This attitude affects the teachers' interaction with the students. Consequently, students' performance are affected; specifically, the scores of the CTBS of the eighth graders.

One other finding in Edington's study deals with the transformation or charismatic leadership. This is the sole principal leadership style, dealt with in the study, that is found to have a positive effect or positively significant. Motivating teachers is a form of leadership that apparently is acceptable to teachers, and perhaps even desired by them. This positive attitude of the teachers affected the performance of the students, specifically the raised scores of the CTBS (Comprehensive Test of Basic Skills) taken by the eighth graders in the small and rural schools in New Mexico.

One of the characteristics of leadership is that leaders exercise power. Amitai Etzioni (1961) discusses the difference between position power and personal power. His distinctions come from his concept of power as the ability to induce or influence behavior. He claims that power is derived from an organizational office, personal influence, or both. Individuals who are able to move other individuals to do a certain job because of their position in the organization are considered to have position power. Individuals who derive their power from their followers are considered to have personal power. Some individuals can have both position and personal power (Etzioni, 1961).

A question posed by Hersey and Blanchard (1982) was: "Where do managers get the position power that is available to them?" seems clear, at least to Etzioni. He argues that it comes from the organizational office of a manager. However, Hersey and Blanchard feel it comes from above and, therefore,

is not inherent in the office. Managers holding positions in an organization may have more or less position power than their predecessor or someone else in a similar position in the same organization. It is not a matter of the office having power, but rather the extent to which those people to whom the manager is accountable to are willing to delegate authority and responsibility to them. So position power tends to flow down in an organization. This is not to say that leaders do not have an impact on how much position power they obtain; they certainly do. The confidence and trust they develop with people above them will often determine the willingness of superiors to delegate down to them. This delegated power can be taken back by their boss. We see this happen when managers still have the same responsibilities but all of a sudden their power to get the job done in the way they once did is taken away.

Personal power is the extent to which followers respect, feel good about, and are committed to their leader, and see their goals as being satisfied by the goals of the leader. In other words, personal power is the extent to which people are willing to follow a leader. As a result, personal power in an organizational setting comes from below--the followers. Thus, we must be careful when we say that some leaders are charismatic or have power that flows from them. If this is so, we would have to be able to say that managers with personal power could take over any department and have the same commitment and rapport they had in their last department.

We know that is not true. Although managers can influence the amount of personal power they have by the way they treat their followers, it is a volatile kind of power. It can be taken away rapidly by the followers. Personal power is a day-to-day reality--it can be earned and taken away.

Empirical studies tend to show that there is no normative (best) style of leadership (Bass, 1981). Successful leaders adapt their leadership behavior to meet the needs of the group and of the particular environment. Effectiveness depends upon the leader, the follower, and other situational variables that make up the environment.

It is in light of these findings that the present study is pursued. The instrument LEAD-Self and LEAD-Other is used in an attempt to help the principals of the CNMI Public School System know their leadership style through their self perception and as others perceive them. This statement used as its basis the belief that leader behavior is not innate and, therefore, training for more effective leadership is possible and necessary.

CHAPTER III

RESEARCH METHODOLOGY AND PROCEDURE

The major focus of this study was to determine if the principals' self perception of their own leadership style was consistent with their teachers' perceptions. This study further examined the differences between the elementary teachers' perception of their principal's leadership style and those of the secondary teachers. In addition, the study focused on the differences between the sex of both teachers and principals in regard to their perception of leadership style.

Hypotheses

The hypotheses tested in this study of the consistency in CNMI principals' leadership styles and teachers' perceptions were:

1. There is no significant difference between the principals' perception of their leadership styles and their teachers' perception.
2. There is no significant relationship between the secondary principals' perception of their leadership style and the secondary teachers' perception of their leadership styles.
3. There is no significant relationship between the elementary principals' perception of their leadership style and the elementary teachers' perception of their principal's leadership styles.

4. Female principals do not perceive their leadership styles differently from their female teachers' perception of the principal's leadership style.
5. Male principals do not perceive their leadership styles differently from their male teachers' perception of the principal's leadership style.

Subjects

The population of this study consisted of principals and teachers in the Commonwealth of the Northern Marianas Public School System. Of the thirteen principals in the CNMI, ten were selected who have a minimum of two years employment as a principal in the CNMI Public School System; six are elementary principals and four are high school principals. A total of 432 elementary and secondary school teachers are employed in the CNMI Public School System. Of this number, 276 met the requirement of having taught for at least two years under that specific principal. From the 276 teachers, one hundred were randomly selected. All ten principals completed the LEAD-Self instrument and the one hundred teachers completed the LEAD-Other instrument. Confidentiality and anonymity were assured to both principals and teachers.

Instrumentation

In attempting to gather the needed data, it was necessary for the researcher to review various leadership style instruments and select that which adequately measures

principals' perception and teachers' perception of leadership style. A review of the current literature made the selection process clearer and more justifiable.

The Leader Effectiveness and Adaptability Description Inventory (LEAD) was utilized for principals and teachers to find the relationship of the principals' self perception of their leadership style and the teachers' perceptions of leadership styles of their principals. The LEAD instrument has two categories; one deals with the principals' self perception of their leadership style (called LEAD-Self), and the other deals with the teachers' perception of their principals' leadership style (called LEAD-Other).

The Leader Effectiveness and Adaptability Description (LEAD) instruments were developed by Hersey and Blanchard. The development of the instruments was for the purpose of gathering data at the Center for Leadership Studies about the behavior of leaders in terms of the Tri-Dimensional Leader Effectiveness Model. This model was a built up of the earlier Ohio State leadership model. By adding the effectiveness dimension, initially used by William J. Reddin in his 3-D Management Style Theory, Hersey and Blanchard were attempting to integrate the concepts of leader style with situational demands of a specific environment.

The LEAD-Self contains twelve leadership situations in which respondents are asked to select from four alternative actions (a high task/low relationship behavior, a high task/high relationship behavior, a high relationship/low task

behavior and a low relationship/low task behavior) the style they felt would most closely describe their own behavior in that type of situation.

The LEAD-Self was designed to measure self perception of three aspects of leader behavior; (1) style, (2) style range and (3) style adaptability. The LEAD-Self was originally designed to serve as a training instrument.

The LEAD-Other was developed to gather leadership style information for on-going interventions into organizations. The LEAD instruments have been used at leadership seminars conducted in the CNMI by the Northwest Regional Lab in 1983-1984. Dr. Stanley Malkin and Dr. George Boughton conducted leadership training to administrators and central office staff in the mid eighties. However, the use of the LEAD instruments as data gathering for CNMI Public School System has not been done prior to this study.

The researcher contacted by telephone the University Associates, Inc., in San Diego, California for purchase and use of the LEAD instrument on this study (see Appendix A and B). The LEAD instruments arrived in September and were prepared for distribution.

Data Collection

A letter concerning the proposed study was sent to the Commissioner of Education for his approval on September 24, 1989 (see Appendix C). Verbal approval was granted as well as the assurance of his support.

At the principals' monthly meeting in October, the principals were verbally informed of the proposed study and their participation solicited. They were told that a memo with the study's purpose and procedures attached will be forthcoming.

A listing of all the principals with a minimum of two years employment as a principal in the CNMI Public School System in the school they are presently assigned was obtained and verified with the Personnel Office. Ten out of thirteen principals qualified for the study.

A listing of teachers with two-years minimum employment from the schools where these ten principals are administrators was obtained and verified with the Personnel Office. Stratified random selection was employed to select 100 teachers obtained and verified by the PSS Personnel Office.

The LEAD inventories (LEAD-Self and LEAD-Other) were hand distributed to each principal and teacher. A letter requesting participation accompanied each packet for each school and included the proposed study's purpose and procedures. On November 5, 1989, the completed inventories from the principals and teachers were collected and turned in to the Associate Superintendent of Curriculum and Instruction. All ten principals completed the LEAD-Self instrument and one hundred teachers completed the LEAD-Other instrument.

Scoring

In developing the Principal's Leadership Style Profile, the LEAD-Self and LEAD-Other instruments were used. There are 12 given situations in each of which four alternative actions are given, one of which is selected by both principal and teacher respondents. The number of circled actions for each of the Alternative Actions correspond with the Determining style which is telling, selling, participating and delegating. Directions for scoring were provided by University Associates (1988) and were strictly followed (see Appendix D).

To determine whether there was a relationship between the principals' perception of leadership style and teachers' perception, the researcher analyzed how significant the correlation was between the principals' responses to LEAD-Self inventory and the teachers' responses to the LEAD-Other inventory. A chi-square goodness-of-fit test was used to analyze how significant the gap is between the principals' perception of their leadership styles and their teachers' perceptions of the principals' leadership style. The chi-square test for independence was also used to analyze the data for hypotheses two, three, four and five.

CHAPTER IV

DATA ANALYSIS AND RESULTS

To determine the consistency between the principals' self perception of their leadership style and the teachers' perception of their principal's leadership style, the researcher used the chi-square goodness-of-fit test in order to analyze the data for hypothesis one. The value of the test statistic (X^2) was computed and compared with the critical value of $p < .05$ of the chi-square distribution having three degrees of freedom. In addition, the chi-square test for independence and Yates correction for continuity was utilized to analyze the data for hypotheses two, three, four and five. The value of the test statistic (X^2) was computed and compared with the critical value of $p < .05$ of the chi-square distribution having three degrees of freedom.

Hypothesis one stated that there is no difference between the principals' perception of their leadership style and the teachers' perception of their principal's leadership style. Table 1 presents a table of the ten principals' and their respective teachers' responses, the four variables which are telling, selling, participating and delegating, the chi-square value and the observed and expected frequencies. For three degrees of freedom, a chi-square value equal to 7.814 was required for significance at the .05 level. None of the principals showed significant difference between their

Table 1

CNMI Principals' Leadership Styles and Teachers' Perceptions

School	Subjects	Freq.	Leadership Styles				Total
			Telling	Selling	Participating	Delegating	
1	Principal n = 1	Obs.	2	7	3	0	12
		Exp.	(1.5)	(7.5)	(3.0)	(0)	
	Teachers n = 5	Obs.	7	38	15	0	60
		Exp.	(7.5)	(37.5)	(15)	(0)	
		Total	9	45	18	0	72
		$\chi^2 (.232) < \chi^2 (3, .05)$					
2	Principal n = 1	Obs.	0	7	5	0	12
		Exp.	(1.75)	(5.43)	(3.75)	(1.06)	
	Teachers n = 15	Obs.	28	80	55	17	180
		Exp.	(26.25)	(81.56)	(56.25)	(15.93)	
		Total	28	87	60	17	192
		$\chi^2 (6.125) < \chi^2 (3, .05)$					
3	Principal n = 1	Obs.	1	4	7	0	12
		Exp.	(1.3)	(5.33)	(5.0)	(.3)	
	Teachers n = 5	Obs.	7	28	23	2	60
		Exp.	(6.6)	(26.66)	(25.0)	(1.6)	
		Total	8	32	30	2	72
		$\chi^2 (7.436) < \chi^2 (3, .05)$					
4	Principal n = 1	Obs.	3	2	6	1	12
		Exp.	(2.0)	(5.0)	(4.56)	(.43)	
	Teachers n = 15	Obs.	29	78	67	6	180
		Exp.	(30)	(75.0)	(68.4)	(6.56)	
		Total	32	80	73	7	192
		$\chi^2 (3.737) < \chi^2 (3, .05)$					

Table 1 (Continued)

School	Subjects	Freq.	Leadership Styles				Total
			Telling	Selling	Participating	Delegating	
5	Principal n = 1	Obs.	2	6	4	0	12
		Exp.	(2.56)	(5.75)	(3.56)	(.125)	
	Teachers n = 15	Obs.	39	87	52	2	180
		Exp.	(38.4)	(86.25)	(53.43)	(1.87)	
		Total	41	92	57	2	192
		$\chi^2 (.3733) < \chi^2 (3, .05)$					
6	Principal n = 1	Obs.	1	8	3	0	12
		Exp.	(1.66)	(5.16)	(4.66)	(.5)	
	Teachers n = 5	Obs.	9	23	25	3	60
		Exp.	(8.33)	(25.83)	(23.33)	(2.5)	
		Total	10	31	28	3	72
		$\chi^2 (3.495) < \chi^2 (3, .05)$					
7	Principal n = 1	Obs.	1	4	7	0	12
		Exp.	(1.62)	(6.18)	(3.81)	(.375)	
	Teacher n = 15	Obs.	25	95	54	6	180
		Exp.	(24.37)	(92.8)	(57.18)	(5.62)	
		Total	26	99	61	6	192
		$\chi^2 (3.903) < \chi^2 (3, .05)$					
8	Principal n = 1	Obs.	3	6	3	0	12
		Exp.	(2.83)	(4.66)	(3.0)	(1.5)	
	Teacher n = 5	Obs.	14	22	15	9	60
		Exp.	(14.16)	(23.33)	(15.0)	(7.5)	
		Total	17	28	18	9	72
		$\chi^2 (2.271) < \chi^2 (3, .05)$					

Table 1 (Continued)

School	Subjects	Freq.	Leadership Styles				Total
			Telling	Selling	Participating	Delegating	
9	Principal n = 1	Obs.	2	3	7	0	12
		Exp.	(1.8)	(2.0)	(5.0)	(3.16)	
	Teachers n = 5	Obs.	9	9	23	19	60
		Exp.	(9.16)	(10.0)	(25.0)	(15.8)	
		Total	11	12	30	19	72
		$\chi^2 (5.392) < \chi^2 (3, .05)$					
10	Principal n = 1	Obs.	2	6	4	0	12
		Exp.	(2.25)	(6.25)	(3.125)	(.375)	
	Teachers n = 15	Obs.	34	94	46	6	180
		Exp.	(33.75)	(93.75)	(46.87)	(5.62)	
		Total	36	100	50	6	192
		$\chi^2 (.6996) < \chi^2 (3, .05)$					

leadership style and their teachers' perceptions. The researcher used the chi-square test of independence in order to analyze all the principals' and teachers' perceptions of leadership styles. Table 2 presents a contingency table of the responses, leadership styles and frequencies. For three degrees of freedom, a chi-square value equal to 7.814 was required for significance at the .05 level. The chi-square value of 8.603 was found significant. Therefore, the null hypothesis is rejected.

Table 2

OVERALL

Contingency Table of Subjects and Leadership Styles

Subject	Frequency	Leadership Styles				Total
		Telling	Selling	Participating	Delegating	
Principals n = 10	Obs.	17	53	49	1	120
	Exp.	(19.81)	(55.18)	(38.54)	(6.45)	
Teachers n = 100	Obs.	201	554	375	70	1200
	Exp.	(198.1)	(551.8)	(385.4)	(64.54)	
Totals		218	607	424	71	1320

Chi-Square Critical Value = 7.814

Degrees of Freedom = 3

Level of Significance = 0.05

Chi-Square Value (χ^2) = 8.603

$\chi^2 (8.603) > \chi^2 (3, .05)$

The second hypothesis stated that there is no relationship between the secondary principals' perception of their principal's leadership style. Table 3 presents a contingency table of the subjects, leadership styles, chi-square value, observed and expected frequencies. For three degrees of freedom, a chi-square value equal to 7.814 was required for significance at the .05 level. The chi-square value of 7.5994 was found not significant. Therefore, the null hypothesis is accepted.

Table 3
SECONDARY SCHOOLS
Contingency Table of Subjects and Leadership Styles

Subject	Frequency	Leadership Styles				Total
		Telling	Selling	Participating	Delegating	
Secondary Principals n = 4	Obs.	8	19	21	0	48
	Exp.	(8.18)	(21.7)	(14.45)	(3.6)	
Secondary Teachers n = 40	Obs.	82	220	138	40	480
	Exp.	(81.81)	(217.2)	(144.5)	(36.36)	
Totals		90	239	159	40	528

Chi-Square Critical Value = 7.814

Degrees of Freedom = 3

Level of Significance = 0.05

Chi-Square Value (X^2) = 7.5994

$X^2 (7.5994) < X^2 (3, .05)$

The third hypothesis stated that there is no relationship between elementary principals' perception of their leadership style and the elementary teachers' perception of their principal's leadership styles. Table 4 presents a contingency table of the subjects, leadership styles, chi-square value, observed and expected frequencies. For three degrees of freedom, a chi-square value equal to 7.814 was required for significance at the .05 level. In this case, the chi-square value of 3.594 was found not significant. Therefore, the null hypothesis is accepted.

Table 4

ELEMENTARY SCHOOLS

Contingency Table of Subjects and Leadership Styles

Subject	Frequency	Leadership Styles				Total
		Telling	Selling	Participating	Delegating	
Elementary Principals n = 6	Obs.	9	34	28	1	72
	Exp.	(11.63)	(33.45)	(24.09)	(2.81)	
Elementary Teachers n = 60	Obs.	119	334	237	30	720
	Exp.	(116.36)	(334.54)	(240.90)	(28.18)	
Totals		128	368	265	31	792

Chi-Square Critical value = 7.814

Degrees of Freedom = 3

Level of Significance = 0.05

Chi-Square Value (χ^2) = 3.594

$\chi^2 (3.594) < \chi^2 (3, .05)$

The fourth hypothesis stated that female principals do not perceive their leadership styles differently from their female teachers' perception of the principal's leadership style. Table 5 presents a contingency table of the responses, leadership styles, chi-square value, observed and expected frequencies. For three degrees of freedom, a chi-square value of 7.814 was required for significance at .05 level. The chi-square value of 9.56 was found quite significant.

Table 5

FEMALE

Contingency Table of Subjects and Leadership Styles

Subject	Frequency	Leadership Styles				Total
		Telling	Selling	Participating	Delegating	
Female Principals n = 3	Obs.	5	15	15	1	36
	Exp.	(1.86)	(20.95)	(10.95)	(2.22)	
Female Teachers n = 67	Obs.	36	446	226	48	756
	Exp.	(39.13)	(440.)	(230.)	(46.77)	
Totals		41	461	241	49	792

Chi-Square Critical Value = 7.814

Degrees of Freedom = 3

Level of Significance = 0.05

Chi-Square value (X^2) = 9.56

$X^2 (9.56) > X^2 (3, .05)$

The fifth hypothesis stated that male principals do not perceive their leadership styles differently from their male teachers' perception of the principal's leadership style. Table 6 presents a contingency table of the responses, leadership styles, chi-square value, observed and expected frequencies. For three degrees of freedom, a chi-square value of 7.814 was required for significance at .05 level. The chi-square value of 14.633 was found quite significant. Therefore, the null hypothesis is rejected.

Table 6

MALE

Contingency Table of Subjects and Leadership Styles

Subject	Frequency	Leadership Styles				Total
		Telling	Selling	Participating	Delegating	
Male Principals n = 7	Obs.	12	38	34	0	84
	Exp.	(9.545)	(48.04)	(22.59)	(3.818)	
Male Teachers n = 37	Obs.	48	264	108	24	444
	Exp.	(50.45)	(253.95)	(119.40)	(20.18)	
Totals		60	302	142	24	528

Chi-Square Critical Value = 7.814

Degrees of Freedom = 3

Level of Significance = 0.05

Chi-Square Value (χ^2) = 14.633

$\chi^2 (14.633) > \chi^2 (3, .05)$

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

It is assumed that leadership styles of principals affects teachers' performance in providing quality instruction to students. It is also assumed that this knowledge and understanding will be augmented by the teachers' perception of their principals' leadership styles. It is further assumed that administrators and teachers who have a better perception of principals' leadership styles will understand better the relationship between principals' effectiveness and teachers' effectiveness and how they can utilize such data in improving education and specifically in the CNMI Public School System (PSS).

The study confirms Hypothesis 1 that there is no significant difference between the principals' perception of their leadership styles and their teachers' perception. Likewise, the second Hypothesis was confirmed. There is no significant relationship between the secondary principals' perception of their leadership styles and the secondary teachers' perception of their principals' leadership styles.

Hypothesis 3 stated that there is no significant relationship between the elementary principals' perception of their leadership styles and the elementary teachers' perception of their principal's leadership styles. Again, the study found no significant relationship and thus the null hypothesis is accepted.

The fourth and fifth hypotheses question if gender was any influence on teachers' perception of their principal's leadership styles. This study shows that female principals do perceive their leadership styles differently from their female teachers' perception of their leadership styles. The male principals' perception of their leadership styles is significantly different also from their male teachers' perception of their leadership styles.

Of the total 120 responses from the ten principals, 17 responses indicated a "telling" leadership style; 53 responses showed "selling" leadership style; 49 responses claimed a "participating" leadership style, and one "delegating." Of the 10 principals, 9 perceived themselves exercising three leadership styles, "telling, selling and participating," consistent with the teachers' perception. Of the 10 principals, one principal perceived herself as exercising all four leadership styles, "telling, selling, participating" and "delegating," which is consistent with the teachers' perceptions. One principal did not perceive herself as "delegating" which is also consistent with the teachers' perceptions. Eight out of the 10 principals did not perceive themselves as "delegating" but the teachers perceive their principal as "delegating" with an average of six responses.

Of the total 1,200 responses from the 100 teachers, 23 responses showed a "telling" leadership style; 554 responses indicated "selling" leadership style; 375 responses showed a

"participating" leadership style and 70 responses claimed "delegating" leadership style.

The data bring out the consistency of leadership style between the principals' and teachers' perceptions in the following order; "selling, participating, telling" and "delegating." With this data the researcher can say that primary leadership styles and secondary leadership styles exist in the principals as perceived by both principals and teachers. The CNMI principals' primary leadership styles are "selling" and "participating," and their secondary leadership styles are "telling" and "delegating."

Reflecting on the findings, the researcher wonders why these two primary leadership styles - "selling" and "participating" - are dominant than the secondary leadership styles - "telling" and "delegating" among the CNMI PSS principals. Speculations are in order.

Culture does have a definite influence on the behaviors of people. It influences the thought pattern, the outlook, and the manner of expression of an individual. Is it possible that leadership styles, their formation and expressions, can also be influenced by the culture of that individual? Cultural influence can be positive or negative. The following speculations concerning the findings of this study are drawn from the researcher's personal and experiential understanding of leadership and authority in context of the Chamorro culture.

Within the Chamorro culture (Spanish and post-Spanish era), self-effacement or humility is prevalent and even cultivated. Until about twenty to thirty years ago, a Chamorro, born and raised on the island with little experience abroad, would exhibit generally a deportment of reticence and reservedness. An aggressive or self-aggrandizing attitude is not cultivated. These attitudes are held in check and not given expression, if they are present in an individual. In the Chamorro culture, there seems to be an unspoken, unwritten "rule" that keeps one at a modest stance even when in charge of others or of any task or activity.

The ancient Chamorros are said to have been a proud and self-sufficient people. Is it possible that these traits still have an underlying effect on how Chamorros who are in position of authority/responsibility operate? Could this pride cause a principal to do the task at hand himself/herself rather than delegate it to others and risk the unsuccessful outcome of the task? To assure success, the principal will do the task himself/herself or at least participate in the actual carrying out of the task. He must be with the task to guarantee its success.

Another aspect of the Chamorro culture is the non-directive manner of communicating among the people. One common reason for this trait is the fear of hurting or incurring the ill-feeling of the other person. It is safer to "sell" and "participate" in regards to a task, than to "tell" or "delegate."

While it is true that culture has a definite effect on the exercise of leadership, it is also true that this cultural effect may be modified by many factors, one of which is professionalism. As professionalism becomes a practical lifestyle among educational leaders, what has been perceived as cultural influence or limitation will begin to "breakdown" or "weaken." As leadership training becomes an essential part of both initial and on-going development of principal leadership, cultural influences and or limitations become less defining a factor in the perception and exercise of leadership among the people of CNMI.

Before the researcher ends these speculations, she called on individuals in the community who are well-versed and considered authorities on the Chamorro culture. Gleanings from interviews with Dr. Bernadita Dungca and Dr. Robert Underwood are reflected in the following ideas.

The fact that the Chamorros are a matrilineal society explains their understanding and exercise of power and authority. According to a matrilineal society, the male has the authority, but the female has the power. In this study, of the ten principals who participated, seven are male. Of the seven males, four perceive their leadership style as "selling" and three perceive their leadership style as "participating." Following the understanding and experience of power and authority in a matrilineal society, it seems clearer why "selling" and "participating" leadership styles dominate among the CNMI principals. "Telling" and

"Delegating" connote power. It is the female in a matrilineal society who has the power to effectuate (B. C. Dungca personal communication, April 21, 1990).

Other aspects of the Chamorro culture that have bearings on the exercise of authority/power include the following, gleaned from an interview with Dr. Robert Underwood. The Chamorros seem to engage in consensus finding/building in any major decision they need to make. This process is non-authoritarian. This whole ideal is consonant with the "selling" leadership style. "Participating" connotes service. To give service is gratifying; gift-giving is part and parcel of the Chamorro culture. Power is exercised with responsibility, orchestrating and caring of the members of the group/institution (R. Underwood personal communication, April 25, 1990).

According to Hersey and Blanchard (1982), it is not just style that determines whether a leader is maximizing effectiveness. Also important is whether the power bases available to the leader are consistent with the leadership style(s) appropriate to the maturity level of the individuals or groups the leader is trying to influence.

As stated earlier in this study, it is important to know and understand where position and personal power come from. Position power can be thought of simply as the authority that is delegated down in an organization. Just as the people above can delegate the authority to provide reward and sanctions, they can also take that authority away. Position

power is volatile; here today, gone tomorrow. The same can be said about personal power, except the reward, information, and expert power that managers possess depend on the confidence and trust these managers generate from the people they are attempting to influence. For example, people might think that some leaders have charisma and other leaders do not. Leaders, according to Hersey and Blanchard (1982), do not have charisma; followers give leaders charisma. It should be remembered that position power and personal power bases together constitute an interaction-influence system. Power does not develop in a vacuum. Each power base tends to affect each of the other power bases. It has been found that the extent to which people are willing to grant personal power to managers depends a great deal on their perception of a leader's ability to provide reward, punishments or sanctions (position power). Likewise, the willingness of managers above a leader to delegate position power is often determined by the extent to which they perceive that leader as being liked, and respected, having information and expertise (personal power) with their people. It is the perception that others have of those power bases that is crucial.

In the Chamorro culture, leaders feel too insecure to give full responsibility and decision-making power to another (others) due to fear of losing respect and credibility. The individual leader has the power (position and personal); the exercise of this is his/her responsibility. To hand this over (full or partial) to someone else is perceived as a loss of

respect and credibility. While there may be some validity to this speculation, it could be an example of false humility, since others (for example, the teachers) see their leaders in authority delegating. This seeming inconsistency between the self-perception of principals and teachers' perception of their principals may well be the exercise of the principals' leadership styles to varied situations.

Aside from the cultural traits, influences from outside powers which have dominated the Mariana Islands can also be part of the reasons why principals of the CNMI have "selling" and "participating" as dominant leadership styles.

Since the political, economic, and cultural take over of the Marianas by Spain, the Chamorros have been made to believe that there is no need for them to exercise that innate spirit of competition found in anyone who values self-preservation. Spain, and later other nations, provided the people very well with whatever they needed, so that there was no reason for the people to strive for or pursue anything. Consequently, over the years, the Chamorros appear to be a non-competitive people. Non-competitive people are low-risk people. A participative style in a leader is more in harmony with non-competitive people than a delegating style.

During the period of colonization, the Chamorros were very subtly changed and "formed" into the plan of their political, economic and social rulers. The Chamorros were not trained to lead, much less to dominate. They were not enabled to lead by delegating. Their role models did not delegate.

The people were not encouraged to be learned and gradually take over the directions of their lives. The governing nations made sure that the Chamorros were gradually formed into a subservient group of people. Their experiences with their "conquerors" were stifling socially, economically, and politically, as they discover in retrospect.

Can it be that because of these experiences, the Chamorros began to see themselves as not capable, or at least not "ready" to exercise effective leadership, especially through leadership styles that call for more self-confidence, more aggressive spirit, and greater risk?

The principals in the CNMI who participated in this study grew up in the political, economic, and social environment described here. Consequently, the speculations made here apply more to them than to a much later generation of principals or principals-to-be.

As opportunities for professional growth and development continue to expand and become more available to more educational leaders, principals' leadership styles will become varied. The leadership range is wider and the leadership adaptability range is greater. This means that principals will consciously learn other leadership styles and perfect them so that their effectiveness will be mostly in these learned styles and in their primary leadership styles.

As leadership professional development continue to expand, educational leaders will become more aware of the possibility to learn and grow in the exercise of all four

leadership styles. Proper use of a specific leadership style at a given situation brings about effectiveness. Educational leaders will come to a greater understanding that truly effective principals are capable and do exercise all four types of leadership styles in their day-to-day endeavor to provide a more effective schooling for their teachers and students.

Recommendations for the Commissioner
of the Public School System

This study indicates that school principals are generally operating on the selling and participating leadership styles as perceived individually and by their teachers. At this time, the researcher would like to make recommendations which may assist the Commissioner of Education in upgrading the skills and competency level of the principals. Some of these may counteract the culture of the Chamorros - a risk in a sense.

The Commissioner of Education should conduct periodic training seminars on leadership of all styles: telling, selling, participating, and delegating.

To ensure continual effective principal leadership in the CNMI Public School System, the Commissioner, in conjunction with schools of higher learning, should begin to look into the possibility of developing and implementing a Teacher Training Program that will include a certain number of credit hours dealing specifically with leadership training: principalship.

Recommendations for Further Study

Further investigation into the leadership styles may provide answers to why principals' perception of their leadership styles differ from their teachers' perceptions. A follow-up study should be done to determine whether his/her leadership style affects student achievement and teacher's performance.

A correlated study with the social sciences, anthropology, for example, will bring better understanding on just how important and weighty culture has on the learning and exercising of the four leadership styles: telling, selling, participating, and delegating.

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APPENDIX A



LEAD

SELF

Leadership Style/Perception of Self

Developed by Paul Hersey and Kenneth H. Blanchard

Your name _____

PURPOSE

The purpose of this instrument is to evaluate your perception of your leadership style in terms of "telling," "selling," "participating," or "delegating," and to indicate whether the style is appropriate in various situations.

INSTRUCTIONS

Assume you are involved in each of the following twelve situations. Each situation has four alternative actions you might initiate. Read each item carefully. Think about what you would do in each circumstance. Then, circle the letter of the alternative action choice which you think would most closely describe your behavior in the situation presented. Circle only one choice.

After you have circled one choice for each situation, use the "LEAD Directions for Self-Scoring and Analysis" to score and array the data.

Leader Effectiveness & Adaptability Description

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APPENDIX A (Cont'd)

1. SITUATION

Followers are not responding lately to this leader's friendly conversation and obvious concern for their welfare. Their performance is declining rapidly.

ALTERNATIVE ACTIONS

This leader would...

- A. Emphasize the use of uniform procedures and the necessity for task accomplishment.
- B. Be available for discussion but would not push for involvement.
- C. Talk with followers and then set goals.
- D. Intentionally not intervene.

2. SITUATION

The observable performance of this leader's group is increasing. The leader has been making sure that all members were aware of their responsibilities and expected standards of performance.

ALTERNATIVE ACTIONS

This leader would...

- A. Engage in friendly interaction, but continue to make sure that all members are aware of their responsibilities and expected standards of performance.
- B. Take no definite action.
- C. Do what could be done to make the group feel important and involved.
- D. Emphasize the importance of deadlines and tasks.

3. SITUATION

This leader's group is unable to solve a problem. The leader has normally left them alone. Group performance and interpersonal relations have been good.

ALTERNATIVE ACTIONS

This leader would...

- A. Work with the group and together engage in problem solving.
- B. Let the group work it out.
- C. Act quickly and firmly to correct and redirect.
- D. Encourage the group to work on the problem and be supportive of their efforts.

4. SITUATION

This leader is considering a change. The leader's followers have a fine record of accomplishment. They respect the need for change.

ALTERNATIVE ACTIONS

This leader would...

- A. Allow group involvement in developing the change, but would not be too directive.
- B. Announce changes and then implement with close supervision.
- C. Allow the group to formulate its own direction.
- D. Incorporate group recommendations, but direct the change.

5. SITUATION

The performance of this leader's group has been dropping during the last few months. Members have been unconcerned with meeting objectives. Redefining roles and responsibilities has helped in the past. They have continually needed reminding to have their tasks done on time.

ALTERNATIVE ACTIONS

This leader would...

- A. Allow the group to formulate its own direction.
- B. Incorporate group recommendations, but see that objectives are met.
- C. Redefine roles and responsibilities and supervise carefully.
- D. Allow group involvement in determining roles and responsibilities, but would not be too directive.

6. SITUATION

This leader stepped into an efficiently run organization. The previous administrator tightly controlled the situation. The leader wants to maintain a productive situation, but would like to begin humanizing the environment.

ALTERNATIVE ACTIONS

This leader would...

- A. Do what could be done to make the group feel important and involved.
- B. Emphasize the importance of deadlines and tasks.
- C. Intentionally not intervene.
- D. Get the group involved in decision making, but see that objectives are met.

APPENDIX A (Cont'd)

7. SITUATION

This leader is considering changing to a structure that will be new to the group. Members of the group have made suggestions about needed change. The group has been productive and demonstrated flexibility in its operations.

ALTERNATIVE ACTIONS

This leader would:

- A. Define the change and supervise carefully.
- B. Participate with the group in developing the change, but allow members to organize the implementation.
- C. Be willing to make changes as recommended, but maintain control of implementation.
- D. Avoid confrontation; leave things alone.

8. SITUATION

Group performance and interpersonal relations are good. This leader feels somewhat insecure about not providing direction to the group.

ALTERNATIVE ACTIONS

This leader would:

- A. Leave the group alone.
- B. Discuss the situation with the group and then initiate necessary changes.
- C. Take steps to direct followers toward working in a well-defined manner.
- D. Be supportive in discussing the situation with the group, but not too directive.

9. SITUATION

This leader has been appointed to head a task force that is far overdue in making requested recommendations for change. The group is not clear on its goals. Attendance at sessions has been poor. Their meetings have turned into social gatherings. Potentially, they have the talent necessary to help.

ALTERNATIVE ACTIONS

This leader would:

- A. Let the group work out its problems.
- B. Incorporate group recommendations, but see that objectives are met.
- C. Redefine goals and supervise carefully.
- D. Allow group involvement in setting goals, but would not push.

10. SITUATION

Followers, usually able to take responsibility, are not responding to the leader's recent redefining of standards.

ALTERNATIVE ACTIONS

This leader would:

- A. Allow group involvement in redefining standards, but would not take control.
- B. Redefine standards and supervise carefully.
- C. Avoid confrontation by not applying pressure; leave the situation alone.
- D. Incorporate group recommendations, but see that new standards are met.

11. SITUATION

This leader has been promoted to a new position. The previous manager was uninvolved in the affairs of the group. The group has adequately handled its tasks and direction. Group interrelations are good.

ALTERNATIVE ACTIONS

This leader would:

- A. Take steps to direct followers toward working in a well-defined manner.
- B. Involve followers in decision making and reinforce good contributions.
- C. Discuss past performance with the group and then examine the need for new practices.
- D. Continue to leave the group alone.

12. SITUATION

Recent information indicates some internal difficulties among followers. The group has a remarkable record of accomplishment. Members have effectively maintained long-range goals. They have worked in harmony for the past year. All are well qualified for the task.

ALTERNATIVE ACTIONS

This leader would:

- A. Try out your solution with followers and examine the need for new practices.
- B. Allow group members to work it out themselves.
- C. Act quickly and firmly to correct and redirect.
- D. Participate in problem discussion while providing support for followers.

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APPENDIX B

**LEAD****OTHER**

Leadership Style/Perception of Other

Developed by Paul Hersey and Kenneth H. Blanchard

PURPOSE

The purpose of this instrument is to evaluate your perception of the leadership style of the leader named to the right, in terms of "telling," "selling," "participating," or "delegating," and to indicate whether the style is appropriate in various situations.

INSTRUCTIONS

Assume _____ is involved in each of the following twelve situations. Each situation has four alternative actions this leader might initiate. Read each item carefully. Think about what this person would do in each circumstance. Then, based on your experience with this leader, circle the letter of the alternative action choice which you think would most closely describe the behavior of this person in the situation presented. Circle only one choice.

After you have completed this form, return it to:

so that person may use the "LEAD Directions for Self-Scoring and Analysis" to score and array the data.

You are this leader's (check one):

- ☐ Boss
- ☐ Associate
- ☐ Follower

Leader Effectiveness & Adaptability Description

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APPENDIX B (Cont'd)

1. SITUATION Your followers are not responding lately to your friendly conversation and obvious concern for their welfare. Their performance is declining rapidly.	ALTERNATIVE ACTIONS You would... A. Emphasize the use of uniform procedures and the necessity for task accomplishment. B. Make yourself available for discussion but not push your involvement. C. Talk with followers and then set goals. D. Intentionally not intervene.
2. SITUATION The observable performance of your group is increasing. You have been making sure that all members were aware of their responsibilities and expected standards of performance.	ALTERNATIVE ACTIONS You would... A. Engage in friendly interaction, but continue to make sure that all members are aware of their responsibilities and expected standards of performance. B. Take no definite action. C. Do what you can to make the group feel important and involved. D. Emphasize the importance of deadlines and tasks.
3. SITUATION Members of your group are unable to solve a problem you have normally left them alone. Group performance and interpersonal relations have been good.	ALTERNATIVE ACTIONS You would... A. Work with the group and further engage in problem solving. B. Let the group work it out. C. Act quickly and firmly to correct and redirect. D. Encourage the group to work on the problem and be supportive of their effort.
4. SITUATION You are considering a change. Your followers have a fine record of accomplishment. They respect the need for change.	ALTERNATIVE ACTIONS You would... A. Allow group involvement in developing the change, but not be too directive. B. Announce changes and then implement with close supervision. C. Allow the group to formulate its own direction. D. Incorporate group recommendations, but you direct the change.
5. SITUATION The performance of your group has been dropping during the last few months. Members have been unconcerned with meeting objectives. Redefining roles and responsibilities has helped in the past. They have continually needed reminding to have their tasks done on time.	ALTERNATIVE ACTIONS You would... A. Allow the group to formulate its own direction. B. Incorporate group recommendations, but see that objectives are met. C. Redefine roles and responsibilities and supervise carefully. D. Allow group involvement in determining roles and responsibilities, but not be too directive.
6. SITUATION You stepped into an efficiently run organization. The previous administrator tightly controlled the situation. You want to maintain a productive situation, but would like to begin humanizing the environment.	ALTERNATIVE ACTIONS You would... A. Do what you can to make the group feel important and involved. B. Emphasize the importance of deadlines and tasks. C. Intentionally not intervene. D. Get the group involved in decision making, but see that objectives are met.

APPENDIX B (Cont'd)

7. SITUATION

You are considering changing to a structure that will be new to your group. Members of the group have made suggestions about needed change. The group has been productive and demonstrated flexibility in its operations.

ALTERNATIVE ACTIONS

You would:

- A. Define the change and supervise carefully.
- B. Participate with the group in developing the change, but allow members to organize the implementation.
- C. Be willing to make changes as recommended, but maintain control of implementation.
- D. Avoid confrontation; leave things alone.

8. SITUATION

Group performance and interpersonal relations are good. You feel somewhat insecure about your lack of direction of the group.

ALTERNATIVE ACTIONS

You would:

- A. Leave the group alone.
- B. Discuss the situation with the group and then initiate necessary changes.
- C. Take steps to direct followers toward working in a well-defined manner.
- D. Be supportive in discussing the situation with the group, but not too directive.

9. SITUATION

Your boss has appointed you to head a task force that is far overdue in making requested recommendations for change. The group is not clear on its goals. Attendance at sessions has been poor. Their meetings have turned into social gatherings. Potentially, they have the talent necessary to help.

ALTERNATIVE ACTIONS

You would:

- A. Let the group work out its problems.
- B. Incorporate group recommendations, but see that objectives are met.
- C. Redefine goals and supervise carefully.
- D. Allow group involvement in setting goals, but not push.

10. SITUATION

Your followers usually able to take responsibility, are not responding to your recent redefining of standards.

ALTERNATIVE ACTIONS

You would:

- A. Allow group involvement in redefining standards, but not take control.
- B. Redefine standards and supervise carefully.
- C. Avoid confrontation by not applying pressure; leave the situation alone.
- D. Incorporate group recommendations, but see that new standards are met.

11. SITUATION

You have been promoted to a new position. The previous supervisor was uninvolved in the affairs of the group. The group has adequately handled its tasks and direction. Group interrelations are good.

ALTERNATIVE ACTIONS

You would:

- A. Take steps to direct followers toward working in a well-defined manner.
- B. Involve followers in decision making and reinforce good contributions.
- C. Discuss past performance with the group and then examine the need for new practices.
- D. Continue to leave the group alone.

12. SITUATION

Recent information indicates some internal difficulties among followers. The group has a remarkable record of accomplishment. Members have effectively maintained long-range goals. They have worked in harmony for the past year. All are well qualified for the task.

ALTERNATIVE ACTIONS

You would:

- A. Try out your solution with followers and examine the need for new practices.
- B. Allow group members to work it out themselves.
- C. Act quickly and firmly to correct and redirect.
- D. Participate in problem discussion while providing support for followers.

APPENDIX C

September 24, 1989

Mr. Henry Sablan
Commissioner of Education
Public Schools System
Saipan, MP 96950

Dear Mr. Sablan:

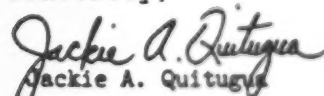
I am soliciting your approval and support to work with the principals and teachers to complete my research Ed 690. This research basically focuses on the study of leadership styles perceived by CMNI principals themselves and how teachers in affirming positive interpersonal relationship and school climate.

Attached is an outline of the proposed study, sample or population addressed, method of administering the LEAD instrument and tentative schedule with the principals and selected teachers. Since this is a study, the sample particularly the teachers, have a criteria for selection - 2 years completed within that school. I referred to the Public Schools System Directory to make the random selection of teachers. Confidentiality and anonymity will be assured to principal and teacher respondents.

If further deliberation is needed to confirm the involvement of our CNMI principals and teachers in this study, please feel free to let me know through this address: General Delivery, GMF Barrigade, Guam 969521. Home Phone 649-1326 or 565-5128.

Your approval and support on this request is highly appreciated. Thank you and have a nice day!

Sincerely,


Jackie A. Quitugua

METHODINSTRUMENT:

1. LEAD-Self for Principals
2. LEAD-Other for Teachers

PROCEDURE:

A. Introduction

- * Give purpose of the inventory. This is a study on the leadership styles of the CNMI principals as they perceive themselves and as teachers perceive their principals.

B. Time

- * Twenty (20) minutes for principals and teachers to complete the inventory instrument.

C. Inventory

- * Complete LEAD-Self inventory instrument.
 - * Teachers will complete LEAD-Other inventory instrument.
- LEAD - Leader Effectiveness and Adaptability Descriptions

APPENDIX D

**LEAD
DIRECTIONS**

Directions for Self-Scoring and Analysis

Developed by Paul Hersey

Name of person being scored _____

PURPOSE

The purpose of this booklet is to provide information on a number of different aspects of your *leadership style*, and is used to score both the "LEAD Self" and "LEAD Other" instruments. When scoring the "LEAD Self" instrument, your results will be information about your perception of your leadership style. On the other hand, if you are scoring your results from the "LEAD Other" instrument, your results will provide information about how your leadership style is perceived by others.

This booklet is divided into two major areas of analysis:

- Your Leadership Style Profile
- Your Leadership Style Adaptability

APPENDIX D (Cont'd)

YOUR LEADERSHIP STYLE PROFILE

To develop your Leadership Style Profile, refer to the "LEAD Self" or "LEAD Other" instrument being processed. The first step will be to transfer the circled alternative actions for each of the twelve situations from the LEAD instrument to the corresponding numbered situations in Figure 1 below. Then, total the number of circled actions for each of the four vertical columns and write their sums next to "Totals."

ALTERNATIVE ACTIONS					
	(1)	(2)	(3)	(4)	
1	A	C	B	D	R1
2	D	A	C	B	R2
3	C	A	D	B	R3
4	B	D	A	C	R4
5	C	B	D	A	R1
6	B	D	A	C	R2
7	A	C	B	D	R3
8	C	B	D	A	R4
9	C	B	D	A	R1
10	B	D	A	C	R2
11	A	C	B	D	R3
12	C	A	D	B	R4
Totals					

Leading (1)

Following (2)

Participating (3)

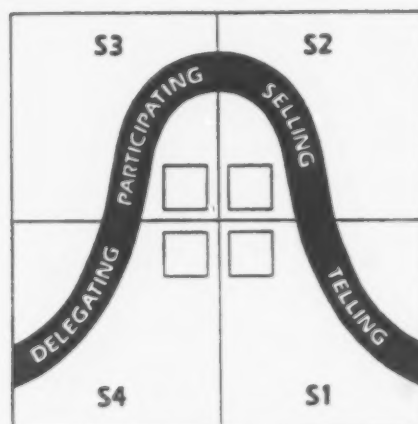
Delegating (4)

Figure 1 Determining Style and Style Ranges

APPENDIX D (Cont'd)

YOUR LEADERSHIP STYLE PROFILE (continued)

Refer to columns (1) through (4) in Figure 1. Transfer the total for each column to the box in the corresponding quadrant in the model below; e.g., write the column (1) total in the box in the S1 quadrant, the column (2) total in the box in the S2 quadrant, etc.



Now you can interpret the results of the scoring you just completed. From this, three very important pieces of information come together to form your Leadership Style Profile:

PRIMARY STYLE

Primary style is the style that you would tend to use most frequently. The quadrant in the model above which has the greatest number of responses indicated is your primary style.

SECONDARY STYLE

Secondary, or supporting style(s) include the quadrant(s)—other than your primary style quadrant—in which there are two or more responses. These styles tend to be your "back-up" styles when you are not using your primary style.

STYLE RANGE

Style range refers to the total number of quadrants in the model above in which there are two or more responses. Style range provides a sense for how flexible

APPENDIX D (Cont'd)

YOUR LEADERSHIP STYLE ADAPTABILITY

To determine your Leadership Style Adaptability, circle the scores in Figure 2 below that correspond to the alternative action choices made for each situation in Figure 1. For example, if for Situation 1 alternative action choice "C" was chosen, circle "2" under column "C" below. Next, add the numbers in each vertical column and write their sums next to "Subtotals." Finally, add the subtotals for columns "A," "B," "C," and "D" to calculate "Leadership Style Adaptability" and write this number in the box provided.

		ALTERNATIVE ACTIONS			
SITUATIONS		A	B	C	D
	1	3	1	2	0
	2	3	0	2	1
	3	2	1	0	3
	4	2	0	3	1
	5	0	2	3	1
	6	1	2	0	3
	7	0	3	1	2
	8	3	1	0	2
	9	0	2	3	1
	10	2	0	1	3
	11	0	3	1	2
	12	1	3	0	2
Subtotals		+	+	+	+
		Leadership Style Adaptability			

Figure 2. Your Leadership Style Adaptability

Interpretation of your Leadership Style Adaptability data is provided on the

APPENDIX D (Cont'd)

YOUR LEADERSHIP STYLE ADAPTABILITY (continued)

Style range is important in gaining insight into your ability to influence others, and having a range of styles is helpful. The key variable now becomes when to use each style.

Previously, your Leadership Style Profile indicated preferences and tendencies of leader behavior. Style adaptability is the degree to which you are able to vary your style appropriately to the readiness level of a follower in a specific situation.

In Figure 2, points are awarded for each alternative action selected in response to the twelve situations provided in the LEAD instrument. The number of points awarded is determined by how well the alternative action selected matches the situation. Thus, a "3" response indicates the "best fit." A "0" response indicates that an alternative action was selected that has a very low probability of success.

The use of a point system allows your Leadership Style Adaptability to be expressed as a score. The possible adaptability score ranges from 0 to 36. Expressing adaptability as a score allows some generalization to be made based on numerical benchmarks.

- 30-36 Scores in this range indicate a leader with a high degree of adaptability. The leader accurately diagnoses the ability and willingness of the follower for the situation and adjusts accordingly.
- 24-29 This range reflects a moderate degree of adaptability. Scores in this range usually indicate a pronounced primary leadership style with less flexibility into the secondary styles.
- 0-23 Adaptability scores less than 23 indicate a need for self-development to improve both the ability to diagnose task readiness and to use appropriate leader behaviors.

APPENDIX E

INVOICE OF INSTRUMENT



PACKING SLIP
PLEASE MAKE CHECKS PAYABLE TO
UNIVERSITY ASSOCIATES, INC.
8517 PRODUCTION AVE.
SAN DIEGO, CA 92121
619-578-5900

PLEASE REFER TO THIS NUMBER
IN PAYMENT OR CORRESPONDENCE

INVOICE NO
FROM: UNIVERSITY ASSOCIATES, INC.
LEARNING CONCEPTS
APPLIED SKILLS PRESS

8517 PRODUCTION AVE.
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INVOICE NO 89-61313

BILL TO: MT. CARMEL SCHOOL

BOX 7348

AGAT,

GU 96928

SHIP TO: MT. CARMEL SCHOOL

ATTN: Sister FRANCINE

AGAT

GU 96928

PO#

QUANTITY	CD NO	DESCRIPTION
15	019	LEAD SELF
105	018	LEAD OTHER
1	021	LEAD DIRECTIONS FOR SCORING & ANALYSIS
1	147	POWER PERCEP. PROFILE SUMMARY HDOUT

US DECLARED \$ VALUE 523.50



PLEASE RETURN ONE COPY OF IN

In order to assure quick and safe delivery of the Lead Instruments, they were delivered to Mount Carmel Elementary School, Agat, Guam in care of Sister Francine, the principal.